CBL Working Group Meeting  
Tuesday, 8 November 2011 // Mattin 162, 2:00 pm

1. **Attendee List**
   a. Gia Grieger McGinnis  
      Assistant Director, Center for Social Concern, Working Group Co-Chair
   b. Marsha Schachtel  
      Senior Fellow, Institute for Policy Studies, Working Group Co-Chair
   c. Mary Nguyen  
      Graduate CBL Assistant in CSC
   d. Jim Goodyear  
      Associate Director, Undergraduate PHS Program
   e. Eric Rice  
      Assistant Professor, School of Education
   f. Bill Smedick  
      Director of Leadership Programs and Assessment/Lecturer, Center for Leadership Education
   g. Ann Beckemeyer  
      Administrator, Undergraduate Public Health Studies Program
   h. Phil Leaf  
      Senior Associate Director, Johns Hopkins Urban Health Institute/Director, Center for the Prevention of Youth Violence/Professor, Johns Hopkins Bloomberg School of Public Health and Schools of Medicine, Education, and Arts and Sciences
   i. Moira Hinderer  
      Center for Africana Studies, Libraries
   j. Vicky Plestis  
      CBL Liaison, Student Advocacy Board (SAB)
   k. Kenny Felsenstein  
      SAB Representative, Project Serve
   l. Emily Johnson  
      SAB Representative, Project Serve
   m. Claude Guillemard  
      Senior Lecturer, French Language and Culture, GRLL
   n. Mary Ellen Beaty-O’Ferrall  
      Associate Professor, School of Education

2. **2:10 pm: Project Serve Presentation**
   a. **Student Advocacy Board** is the student division of the Center for Social Concern, and provides outreach and advocacy around community engagement to link Hopkins and Baltimore.
   b. **Project Serve** would be an online interactive database that would help Hopkins students find long-term placements at community organizations in Baltimore. This would connect students to resources not ordinarily accessible, and help students achieve both pre-professional and extracurricular goals. This would increase students’ passion for the welfare of the city and its constituents.
   c. The database will be similar to LinkedIn, but exclusive to the Hopkins community. Students will search for placements based on their pre-professional interests and upload their resumes. Community organizations will have access to the system. The database will need the assistance and collaboration of university academic departments, the CSC, Career Center, and pre-professional advising.
   d. Current public service resources are insufficient. There are group service models at CSC, and currently there are no incentives for faculty to organize CBL courses – and these spots are still limited to students. The Community Impact Internship program had over 200 applicants for 25 spots – while it was successful, students shouldn’t have to compete to serve the community. Project Serve provides an individualized approach and faculty just have to promote the opportunity to students. The long-term goal would be to establish an option for independent study credit so students can formally build this service into their schedules.
   e. The President’s Day of Service cost $23,000 for one day for 900 students. A small fraction of that funding could be used to do a lot more and have a much bigger and long-lasting impact.
3. **Discussion on Project SERVE – Issues to Consider**
   
a. **How do you guarantee the quality of match between the community organization and student's preference?**
   How do you hold students accountable for their behavior and performance?
   
i. SAB is willing to do the legwork to investigate organizations’ needs and is willing to screen students’ applications to see if they fit the organizations’ requests.
   
   ii. SAB wants this program to be run as independently as much as possible.
   
   iii. The JHMI shuttle and Charm City Circulator have resolved most students’ transportation concerns.
   
b. **How will you vet the organizations – e.g. to maintain security and safety when students apply directly?**
   
i. The best starting point is to ask faculty who have taught CBL classes in the past to recommend organizations, and we will use that to build a network of good nonprofits. SAB could also establish a committee to gauge organization quality. They can also get Abby’s advice on her methodology to screen organizations, or contact Mindi Levin from SOURCE for her advice.
   
   ii. The website will also have an instructional section for students, giving them guidance on how to contact organizations, providing them sample letters, and providing safety and travel tips.
   
c. **How will students build and maintain the website?**
   
i. Currently there are AmeriCorps stipends for student helpers; we could use that to have someone maintain the website. The SAB also meets weekly and can dedicate a portion of this time to troubleshoot website problems. Also, Abby, the CIIP Coordinator, has already created a similar model to this proposal – we can talk to her to get her advice and ideas.
   
d. **What if certain offices, e.g. the Mayor’s Office, get inundated with applications?**
   
i. The goal is that the website will inform students of many different organizations that have similar missions. Hopkins students tend to gravitate towards the big organizations, but this website will inform students of other available opportunities.
   
e. **There’s currently no back-end piece to this proposal. How do you plan to assess the program and measure whether it matters to the students and community? If you need assistance, Bill Smedick will be happy to help.**
   
i. There will be a community review form, and it will be mandatory for all organizations to assess students and vice versa.
   
f. **How can faculty get involved to tie this effort to the initiatives of the Provost/President’s office?**
   
i. Faculty can help promote this program to students and establish it as a departmental resource. In the long-term, we would like it as established as an independent study credit, although we know the policies for this varies between departments.
   
g. **What next steps do you see coming from the CBL working group?**
   
i. The first goal is to help us find sources of funding for the website. Once the website is up, to help us promote the website, especially to departments that don’t require an experiential component as heavily as Public Health; e.g. English/history major – and to connect students in these departments to know about opportunities that are relevant to them.
   
h. **Other resources/people to consider talking to include SOURCE, and Loyola’s University’s Center for Community Service and Justice**

4. **Flow Chart Discussion – How to Develop a CBL Course**
   
a. Phil suggested adding an option where you can bring the community partner into the classroom, but students work mostly in the classroom on a project that serves the needs of the community partner (e.g. creating a website). *This change has been reflected into the flow chart, which is attached to this document.*